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POLICIES AFFECTING ACCEPTANCE OF TRANSFER CREDIT FOR COURSES IN TECHNICAL EDUCATION.

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A 16-STATE QUESTIONNAIRE SURVEY OF 80 COLLEGES WAS DESIGNED TO IDENTIFY THE POLICIES OF THESE INSTITUTIONS CONCERNING GRANTING OF CREDIT FOR TECHNICAL SKILLS ACQUIRED IN OTHER SCHOOLS AND COLLEGES, MILITARY TRAINING, AND WORK EXPERIENCE. USABLE RESPONSES WERE OBTAINED FROM 48 COLLEGES. ALL COLLEGES EXCEPT ONE GRANTED SUCH CREDIT FOR COURSES IN ACCREDITED JUNIOR COLLEGES, HALF REFUSED CREDIT FROM NONACCREDITED TECHNICAL SCHOOLS, 40 PERCENT WOULD NOT GRANT CREDIT FOR WORK EXPERIENCE, AND ABOUT 20 PERCENT WERE UNWILLING TO ACCEPT MILITARY COURSES FOR CREDIT. EXAMINATIONS OR OTHER DEMONSTRATIONS OF PROFICIENCY WERE COMMONLY EMPLOYED. THE TYPE OF INSTITUTIONAL ADMINISTRATIVE STRUCTURE DID NOT APPEAR TO BE RELATED TO THE POLICIES. ALTHOUGH THE LARGER COLLEGES WERE MORE LIKELY TO GRANT CREDIT FOR NONCOLLEGIATE EXPERIENCE, SMALLER INDUSTRIAL ARTS DEPARTMENTS TENDED TO BE MORE GENEROUS THAN LARGER. WHERE PROFICIENCY EXAMINATIONS WERE USED, THEY WERE COMMONLY PREPARED WITHIN THE DEPARTMENT, BUT HALF OF THE RESPONDENTS INDICATED A WILLINGNESS TO CONSIDER STANDARDIZED TESTS FOR SUCH PURPOSES. (WO)

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POLICIES AFFECTING ACCEPTANCE OF TRANSFER CREDIT FOR COURSES IN TECHNICAL EDUCATION

by

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COLLEGE TRANSFER CREDIT POLICIES RELATIVE TO TECHNICAL COURSE(S)

I. AIMS AND OBJECTIVES OF THIS STUDY

This study was conducted to determine the present practices and policies of a selected group of Industrial Arts Departments in assigning college credit for activities and learning experiences other than those activities under the direct supervision and management of that particular school.

A. We were particularly interested in determining factual data about these four things:

1. General Requirements for graduation.
2. What restrictions (cumulative average and grade required for acceptance of a technical course) were there on acceptance of transfer credit from an accredited collegiate institution? (A particularly common course, general drafting, was provided as a reaction item to see how readily it would actually be accepted.)
3. The extent, if any, to which schools would award credit for a drafting course taken at a state accredited non-collegiate technical school.
4. The number of schools which would or would not award credit for a particular drafting course taken as a part of Military training (course described in "A Guide to Accrediting Armed Services Schools for College Credit").
5. The prevalancy of giving college credit for learning experiences obtained through work experiences and the provisions made to evaluate these experiences.

B. Once these factors had been established, it was our desire to establish relative importance of these propositions:

1. We wished to see if credit granted for non-collegiate experiences was influenced by the existence of a technical school program, that is, were schools which had both an industrial arts teacher preparatory program and a technical

program more apt to offer credit for non-collegiate experiences than schools that had only industrial arts programs.

2. We were also interested in trying to establish if there was any similarity in administrative structure (relative to policy of granting of credit for non-scholastic experiences) of schools that granted credit as compared to schools that did not grant credit.
3. It seemed desirable to determine if there is a relationship between the size of the school, or the size of the department in the granting of credit for non-collegiate experiences.
4. We were interested in determining the source of examinations if credit for non-collegiate experiences was granted on a proficiency exam basis.
5. In addition, it seemed of value to obtain the opinion of department chairmen on the likelihood of their school granting credit for non-collegiate experiences (work experience) if such experiences were evaluated by proficiency exams given by a testing service.

II. PROCEDURES

A survey instrument (see the copy enclosed at the end of this report) and letter were mailed to the department chairman of 80 schools listed in the "Industrial Teacher Education Directory". An effort was made to mail the questionaires to all of the schools offering Industrial Arts Teacher Training Programs in the following 16 states: Arkansas, Colorado, Idaho, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Washington, Wisconsin, and Wyoming.

At the time of this report 51 returns had been received out of the 80 mailed; three of these fifty-one were not usable.

No visitations were made to any of these schools to confirm or insure the accuracy of information given. The instructions of our questionaire stipulated that the individual completing the questionaire need not fill in each of the blanks if he felt that he was not in possession of that particular item of information. For this reason some of the item totals given will not add to 48 as the number of completed replies would indicate.

III. A. FACTUAL DATA

1. General College Requirements Important to Transfer Students

The survey instrument sent to industrial arts department chairmen asked them to specify:

1. The number of hours required for baccalaureate degrees.
2. Number of resident hours required for a degree.
3. Limitations on the number of transfer students that might be accepted for a degree.

The 48 schools reporting on these items produced the following tabulations:

A. Total Hours Required for Baccalaureate Graduation

Semester Hours	No. of Schools	Quarter Hours	No. of Schools
130	4	192	9
128	7	186	3
126	2	184	1
125	5	183	1
124	12		
120	2		

B. Total Resident Hours Required for Graduation

Semester Hours	No. of Schools	Quarter Hours	No. of Schools
110	1	48	3
100	1	45	6
32	6	30	1
30	16		
24	2		
18	1		
12	1		

In addition a number of schools stipulated that the resident hours must have been taken during the senior year, or must have been "upper division" credit.

C. Quota (if any) for Transfer Students

Only two (2) schools of those forty-eight (48) responding indicated that there was any restriction on the number of transfer students that could be accepted.

2. Restrictions on Acceptance of Transfer Credit from Accredited Collegiate Sources

a. Of the schools reporting, students who transferred credit from an accredited Junior College into their school must have obtained the following minimum cumulative grade averages in order to be accepted:

1. Grade scale 1-4

Cumulative Grade Average	No. of Schools Requiring
1	1
1.5	1
2	33
2.5	1
2.25	1

2. Grade Scale A - F

A	0
B	3
C	8

3. Grade Scale 1 - 9 (9 being high)

5	1

b. Of the schools reporting, a student must have obtained the following minimum course grade from an accredited collegiate institution in a technical course in order for it to be accepted as credit:

1. Grade scale 1 - 4

Course Grade	No. of Schools Requiring
2	19
2.5	1

2. Grade scale A - F

Course Grade	No. of Schools Requiring
C	15
D	5

3. Grade scale 1 - 9

5	1

In addition one school, Ft. Hays State, Hays, Kansas, required that the student pass a qualifying exam over the course he was attempting to transfer credit in lieu of.

c. Of the 48 schools reporting, a student attempting to transfer in a basic drafting course from a North Central Accredited Junior College would find these general policies in force from the following numbers of schools (as indicated in Table 1 on page 8)

1. One school indicated that they would not award transfer credit.
2. Forty schools reported that they would allow full credit up to the maximum offered by the institution.
3. Eight schools stipulated that there was no fixed credit limitation, that each case would have to be judged individually.

3. Transfer Procedures for a Course Taken at a State Accredited Non-Collegiate Technical School

If a student had taken a basic drafting course at a state accredited non-collegiate technical school such as the Technical School at Milford, Nebraska and wished credit for his learning experiences he would find the following policies (see Table 1 on page 8) of those 48 schools reporting:

a. Transfer Credit not allowed: 18 Schools

b. Course waived but no degree credit allowed: 6 Schools

c. Full credit allowed up to the maximum offered by the institution: 5 Schools

d. No fixed credit limitation, each case judged individually: 18 Schools

In this particular case an additional seven (7) schools reported that they gave exams for the establishment of credit.

4. Acceptance of Military School's Training as a Basis for Awarding of Credit in a Drafting Course

If a student had gained knowledge in a military service school, it would be possible for him to receive college credit for his service school experience in some instances (the course usually must be described as warranting college credit in "A Guide to Accrediting Armed Services Schools for College Credit")

These were the reactions of the 48 schools reporting:

a. Transfer credit not allowed: 9 Schools

b. Course waived but no degree credit allowed: 2 Schools

   In addition 2 other schools would award this status if the applicant passed an exam.

c. Full credit allowed up to the maximum offered by institution: 9 Schools

d. No fixed credit limitation, each case judged individually: 19 Schools

There were an additional five schools in this category who reported that the student must pass an exam in order to receive credit.

5. Awarding College Credit for Work Experiences

If a student had gained knowledge and/or skill as the result of gainful employment and wished to receive college credit for this experience and it seemed that his work experience had some relation to his college career choice he would find the following policies in force in the 48 schools polled:

a. In answer to the question, "Is college credit given for work experience?" Nineteen (19) schools out of the forty-eight (48) schools or 39.6 per cent polled indicated that college credit was awarded for work experience. Most of these schools indicated that the student had the right to "challenge" or

"test out" of the course by taking an exam. One school indicated that this procedure was only open to those students in a Trade and Industrial Education or a Technical Program. Two schools indicated that they were considering such a course of action but that at the present time no credit was given for work experience.

Twenty-seven (27) schools out of the forty-eight (48) polled or 60.4 per cent indicated that they would not award credit for work experience.

b. If the student had been gainfully employed for one or more years as a draftsman (see Table 1, page 8) and wished to apply for credit in a basic drafting course, he would find the following policy:

1. Twenty (20) schools out of the forty-eight (48) replied that no transfer credit would be allowed in this instance.
2. Five (5) schools indicated that the basic drafting course could be waived but that no college credit would be given. Two of these schools indicated that they gave exams in order for a student to qualify for the "waiver status".
3. Two (2) schools indicated that they would award full credit up to the maximum offered by their institution. One of these two indicated that it was necessary for the students to successfully complete an exam.
4. Sixteen (16) schools indicated that they had "no fixed credit limitation, each case was judged individually." Six (6) of the schools in this category indicated that they administered examinations.

TABLE ONE

The forty-eight (48) respondents to the survey gave the following item responses on this comparative table.

SKILLS AND KNOWLEDGE GAINED FROM:	TRANSFER CREDIT NOT ALLOWED	COURSE WAIVED BUT NO DEGREE CREDIT ALLOWED	FULL CREDIT ALLOWED UP TO MAXIMUM OFFERED BY INSTITUTION	NO FIXED CREDIT LIMITATIONS EACH CASE JUDGED INDIVIDUALLY
A. An accredited Junior College such as Trinidad, Colorado	1	0	39	9
B. An accredited Non-Collegiate Technical School such as Milford, Nebraska	18	6	5	Exam 7 Other 13 Total 20
C. One or more years commercial work as a draftsman	20	Exam 2 Other 3 Total 5	Exam 1 Other 1 Total 2	Exam 6 Other 10 Total 16
D. Military school such as the Army course, General Drafting I (eight weeks)	9	Exam 2 Other 2 Total 4	Total 9	Exam 5 Other 19 Total 24

III. B. DATA AND CONCLUSIONS ON STATED PROPOSITIONS

Within the scope and limitations of this particular regional study the conclusions to the listed propositions seem warranted.

1. (a) Does the existence of a technical program and Trade and Industrial Education program influence giving of credit for non-collegiate experiences?

   (b) Are schools which have these types of programs in addition to I.A. Education more apt to give credit for non-collegiate experiences than those schools offering only industrial arts education?

Procedure

If we examine the results of the question "Is college credit given for past work experience?" we find that of the 19 schools responding "yes" four of these schools or roughly one fifth of the "yes" group are institutions that offer only industrial arts education. This group constitutes 8.3 per cent of the total 48 respondents.

Upon examination of the 29 schools that responded "no" to the "work experience" question, we find that 14 or roughly one half of the "no" group are Industrial Arts only schools. This group constitutes 29 per cent of the total.

Conclusions

It would seem that no warranted assumption could be stated (for part (a) of the proposition) that the other programs are affecting the giving of credit for work experience for industrial arts. We do not have a large enough number of respondents nor have we ascertained that these other programs are handled directly under the same administrative structure.

It does seem in the case of part (b) of the proposition that there are fewer Industrial Arts only schools that offer work experience credit than schools that have both Industrial Arts and some other program. There is a 20 per cent difference between answers by group on the question, "Is college credit given for past work experience?"

2. Is there any similarity of administrative structure for those schools that offer credit for work experience?

Procedure

A sorting procedure was applied in the recording of results on the transfer policy authority role identification chart (Table 2, page 11). Those 19 schools that indicated that they did give credit for work experience (answered "yes" to question "Is college credit given for past work experience?") were assigned one symbol; the remainder of the schools that responded were assigned another symbol.

Each of the chairmen had been asked to attempt to chart the administrative policy structure of his school. Several of the chairmen did not respond.

Results

See Table 2, page 11.

Conclusions

The only clear statements that could be applied to the results of this chart are that the chief administrative officer(College President) of the college seldom, if ever, deals with individual student cases. The second conclusion is that department chairmen seldom make general college policy. In any event it seems that the policy of granting of credit for work experiences is not dependent upon any particular identifiable administrative structural framework.

TABLE TWO

Please place a check mark ( ) in the Box that best applies to the policy responsibilities of your institution.	Establishes General Transfer Guide Lines for whole institution	Makes Specific Policy in reference to transfer credit	Has implied Policy Making Powers thru interpretive type rulings	Makes General Ruling on a Specific Student's Case subject to departmental approval	Makes Final Ruling of Assignment of credit for a given individual
Governing Body (i.e. Board of Regents)	"No" 16 "Yes" 9	"No" 5 "Yes" 2	"No" 2 "Yes" 1		
Chief Administrator (President)	"No" 9 "Yes" 3	"No" 2 "Yes" 4	"No" 2 "Yes" 1		
Dean of the College ..	"No" 9 "Yes" 4	"No" 7 "Yes" 4	"No" 10 "Yes" 6	"No" 4 "Yes" 2	"No" 4 "Yes" 5
Registrar	"No" 6 "Yes" 5	"No" 12 "Yes" 7	"No" 6 "Yes" 8	"No" 15 "Yes" 5	"No" 12 "Yes" 3
Scholarship Committee	"No" 5	"No" 3 Curr. Policy Com. Yes 1	"No" 4	"No" 3 "Yes" 2	"No" 3 "Yes" 2
Department Head	"No" 2	"No" 5 "Yes" 2	Consultant No 1 "No" 3 "Yes" 2	"No" 6 "Yes" 5	"No" 13 "Yes" 5
Other (Please Specify)	Ed. Pol. Com. "No" 2 "Yes" 1 Academic "No" 1 Adm. "Yes" 1	Ed. Pol. Com. "No" 1 "Yes" 2 Adm. "No" 1	Ed. Pol. Com. "No" 1	Adm. Board "No" 1 Adm. "No" 2 "Yes" 2 Inst. "Yes" 1	Adm. 1

3. Student Population as a determinant of policy for giving of credit for work experience.

Procedure

Department chairmen were asked to supply data for approximate enrollment of institution and enrollment of industrial arts education department.

Their responses to the question, "Is college credit given for past work experience? Yes or No," was used as a basis for the figures in the following charts.

On several cases the answer to the question was marked "No" but an additional comment was provided by the respondent which stated "except by test." These cases were assigned to the "Yes" answer group as most of the "Yes" answer group also stipulated an exam as provision for credit.

Data

Total enrollment of the school and response to question "Does your school grant credit for work experience? Yes or No."

APPROXIMATE TOTAL NUMBER OF STUDENTS ENROLLED IN INSTITUTION	TOTAL NO. OF SCHOOLS	PER CENT OF RECIPIENTS	NO. OF SCHOOLS "YES"	PER CENT OF RESPONDENT GROUP	NO. OF SCHOOLS "NO"	PER CENT OF RESPONDENT GROUP	NUMBER CREDIT COURSES WAIVED	PER CENT OF COURSES WAIVED
0 - 3,000	16	33.3	6	12.5	10	20.1		
3,000 - 6,000	12	25.0	4	8.3	8	16.7		
6,000 - 9,000	10	20.1	5	10.4	5	10.4		
9,000 - 11,000	2	4.1	1	2.0	1	2.0		
11,000 - 15,000	3	6.3	1	2.0	0		2	4.1
15,000 and up	4	8.3	2	4.1	2	4.1		

Data

Total enrollment of Industrial Arts Department and response to question, "Is college credit given for past work experience?"

APPROXIMATE TOTAL NO. OF STUDENTS IN INDUSTRIAL ARTS EDUCATION DEPARTMENT	NO. OF SCHOOLS "YES"	PER CENT OF TOTAL RESPONDING "YES"	NO. OF SCHOOLS "NO"	PER CENT OF TOTAL RESPONDING "NO"	NO CREDIT COURSE WAIVED	TOTAL NO. OF SCHOOLS	PER CENT OF RECIPIENTS
0 - 33	1	2.0	1	2.0		2	4.1
33 - 66	4*	8.3	2	4.1		6	12.5
66 - 99	2	4.1	4	8.3		6	12.5
99 - 133	4	8.3	4	8.3	1 2%	9	18.8
133 - 166	1	2.0	1	2.0		2	4.1
166 - 199	1	2.0			1 2%	2	4.1
199 and up	6	12.5	14	29.0		20	41.7

*Estimate for 9 graduates in 65

Conclusions

The total enrollment of the school and the size of the industrial arts department seems to have some relationship to the giving of credit for work experience. It would seem (see Table) that if a student wished to receive credit for work experience his best chances would be for him to attend a school which has a student enrollment of over 6,000. Those schools in the 0 - 3,000 student range and the 3,000 - 6,000 enrollment range seemed to have a ratio of 2 to 1 against giving of credit. His chances seem about even in schools above this size.

If our transfer student wanting credit knew he was getting into industrial arts, it would seem least advisable for him to attempt to get it in a department which was in excess of 199 students as it appears that they are in nearly a 3 to 1 ratio against giving of credit. It would seem that our student would stand the best chance to get credit in a department in the 33 to 66 total student size as the "Yes" answer to "work experience credit" is nearly 2 to 1 in his favor in this category.

4. Source of Proficiency Examinations which are given to assign college credit for work experience.

Procedure

Those department chairmen who indicated that credit was given for work experience were asked to state the source of the proficiency exam.

Results

The proficiency exam sources and their breakdown are as follows:

Source	No. of Schools
Department Head	2
Instructor of Course	2
Final Exam in Course	2
Department Prepared	7
Department Prepared with advice from industry	4
No response given	2
	19

Conclusion

It seems that the majority of the proficiency exams that are given to evaluate work experiences for college credit are prepared by the staff of the department, either singularly (Department chairman or instructor) or in cooperation with one or more additional department members.

In approximately one-fifth of the responses industry was consulted about the source of materials for the exam. (No provision was made to separate exams given to other programs such as Trade and Industries Competency exams from exams given to Industrial Arts Education Students for purposes of credit. The questionaire was sent, however, to the Industrial Arts department head except in such schools as those where this was a dual-role chairmanship.)

5. Opinion of department chairmen on the likelihood of their school granting credit for work experience on the basis of a standardized proficiency exam.

Procedure

Department chairmen were asked to answer the question, "Would your institution be likely to grant credit for work experience if a set of standardized proficiency exams for various individual industrial areas were available from a testing service?"

Results

(1) Twenty-four (24) or half of the 48 polled felt that their school would be apt to give credit for work experience as the result of a standarized proficiency exam. Several responded that they would have to see the exam to determine its acceptability.

(2) Twelve (12) of the department chairmen felt that their school would not be apt to give credit.

(3) Seven other department chairmen indicated "possibly" as a write-in answer. (No provision on the questionaire had been provided for this category.)

Conclusion

It seemed as if about half of the department chairmen polled were of the opinion that their school would use a standardized proficiency exam for evaluation of work experience if one were available. Another seven schools were indicated as possibilities for such exams.

IV. IMPLICATIONS OF THIS STUDY

It would seem that one could safely conclude that the giving of credit for activities and learning experiences other than those activities under the direct supervision and management of a parent institution is a many faceted problem. There are many approaches to the problem and various types of answers. Some of the types of answers and approaches have been recorded in this report.

The questions asked in this report have provided this:

1. Some limited but complete information.
2. Some incomplete information or inconclusive answers.
3. Some additional questions that might bear further investigation.

Items 1 and 2 are contained in the "conclusions" sections of various parts of the report. The final item, number 3, questions that might give some additional answers, or would better serve to shed further light on the problem gives us the background for the preparation of another list of propositions. Some further study could be given to these propositions:

1. What specific technical course (equivalent six hours of drafting) requirements are there for transfer students:
   a. Specific definitely required courses (seldom or never given for transfer credit)
   b. Specific number of hours required.

2. What is done with those student's records who are awarded a "waiver" of course?
   a. How is this accepted in relation to specific departmental course requirements?
   b. How is this waiver managed on state certification if there are specific course requirements?

3. In those schools where non-collegiate credit is given, how extensive is the practice of awarding this credit?

3. Cont.
   a. How many students fall into this category?
   b. How many hours are assigned per year under this practice?
   c. Is this open to Industrial Arts education students?

4. Is there a trend toward liberalization of credit policies?
   a. In the United States?
   b. In a given region?
   c. In a given school?
   d. In a given department?

5. Is it possible to identify those factors that might have influenced the increase or decrease in the practice?
   a. Needs of the community, state, or nation for more trained people.
   b. Departmental self interest (attempt to maintain or build a department)

6. It would seem necessary to conduct an evaluation of the effectiveness of teachers who have been awarded credit for non-collegiate experiences in their preparation and see if this procedure has aided or hindered their eventual performance.

LIST OF RESPONDENTS

Arkansas Agricultural and Mechanical College
College Heights, Arkansas

Arkansas State Teachers College
Conway, Arkansas

University of Arkansas
Fayetteville, Arkansas

Adams State College
Alamosa, Colorado

Colorado State College
Greeley, Colorado

Colorado State University
Fort Collins, Colorado

Southern Colorado State College
Pueblo, Colorado

State College of Iowa
Cedar Falls, Iowa

Westmar College
LeMars, Iowa

William Penn College
Oskaloosa, Iowa

Fort Hays Kansas State College
Hays, Kansas

Kansas State Teachers College
Emporia, Kansas

Mankato State College
Mankato, Minnesota

St. Cloud State College
St. Cloud, Minnesota

University of Minnesota
Minneapolis, Minnesota

University of Minnesota
Duluth, Minnesota

Central Missouri State College
Warrensburg, Missouri

Northeast Missouri State Teachers College
Kirksville, Missouri

Northwest Missouri State College
Maryville, Missouri

Southeast Missouri State College
Cape Girardeau, Missouri

Southwest Missouri State College
Springfield, Missouri

University of Missouri
Columbia, Missouri

Montana State University
Bozeman, Montana

Northern Montana College
Havre, Montana

Western Montana College
Dillon, Montana

Chadron State College
Chadron, Nebraska

Kearney State College
Kearney, Nebraska

Peru State College
Peru, Nebraska

University of Omaha
Omaha, Nebraska

Eastern New Mexico University
Portales, New Mexico

LIST OF RESPONDENTS, CONT.

New Mexico Highlands
University
Las Vegas, New Mexico

University of New Mexico
Albuquerque, New Mexico

University of North Dakota
Grand Forks, North Dakota

East Central State College
Ada, Oklahoma

Eastern Oklahoma Agr. and
Mech. College
Wilburton, Oklahoma

Northwestern State College
Alva, Oklahoma

Oklahoma State University
Stillwater, Oklahoma

Panhandle Agr. and Mech.
College
Goodwell, Oklahoma

Southeastern State College
Durant, Oklahoma

Southwestern State College
Weatherford, Oklahoma

University of Oklahoma
Norman, Oklahoma

Black Hills State College
Spearfish, South Dakota

General Beadle State College
Madison, South Dakota

Northern State College
Aberdeen, South Dakota

Southern State College
Springfield, South Dakota

Central Washington State
College
Ellensberg, Washington

University of Washington
Seattle, Washington

Walla Walla College
College Place, Washington

University of Wyoming
Laramie, Wyoming

Wisconsin State University
Platteville, Wisconsin

Wisconsin State University
River Falls, Wisconsin

THE UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

TEACHERS COLLEGE
DEPARTMENT OF
SECONDARY EDUCATION

November 16, 1967

We are conducting a study dealing with college policies in assigning transfer credit for previous industrial-technical training and work experiences. We hope to determine: (a) present transfer practices, and (b) to identify the policies governing those procedures.

As an effort to see if there is any similarity of policy among schools in assigning transfer credit we have enclosed a questionaire.

Would you please complete the questionaire and return it in the accompanying envelope. We hope that the brevity of the questionaire and the stamped envelope will contribute to its return.

Thank you for your co-operation and the time that you have given.

Yours truly,

Wayne R. Purtzer

Wayne R. Purtzer

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Enclosure

COLLEGE TRANSFER CREDIT POLICIES RELATIVE TO TECHNICAL COURSE(S)

Please complete as much of the questionaire as possible; in those places where you are not in possession of the information could you please indicate the name of the person who would be able to supply the information.

1. Current enrollment for entire institution is approximately_____.

2. Approximate number of students presently enrolled in: (Please indicate present attendance number. If you have no program in the area indicated, simply put an "0" in the blank)
   a. Two year technical program (no degree)_____
   b. Two year technical institute program (associate degree)_____
   c. Four year technological (i.e. supervisory or electronic tech) program_____
   d. Four year Trade and Industrial Education_____
   e. Four year Industrial Arts Education_____

3. Total number of hours, needed for:
   a. Associate degree_____
   b. Baccalaureate degree_____
   c. Resident hours required for degree_____

   (Check one)
   Semester Hours_____
   Quarter Hours_____

4. Is there a limit (either numerical or percentage) placed upon the number of transfer students accepted to pursue technical programs?
   (Check One) A. Yes____ No_____ B. If yes please specify the restriction (write in space below)

5. Minimum cumulative grade average (i.e. G.P.A. 2.5 or B- or 75%) required for acceptance, of a transfer student, to your school?_____

6. Grade requirement for acceptance of a technical course for transfer credit at your institution is?_____

7.

We are attempting to discover the origin of policies affecting the granting of credit for either non-scholastic experiences or for experiences from institutions that are not primarily recognized as being accredited scholastically for degree purposes. (Please check the appropriate block)

Please place a check mark ( ) in the box that best applies to the policy responsibilities of your institution.	Establishes general transfer guide lines for whole insitution	Makes Specific policy in reference to transfer credit	Has implied policy making powers thru interpative type rulings	Makes general ruling on a specific student's case subject to departmental approval	Makes final ruling of assignment of credit for a given individual
Governing Body (i.e. Board of Regents)					
Chief Administrator (President)					
Dean of the College					
Registrar					
Scholarship Committee					
Department Head					
Other (Please Specify)					

In the event that you had difficulty in completing the answers on this part of the questionaire could you please identify the individual to whom it should more properly be sent. NAME_____ TITLE_____

8.
Assume individuals from the following sources would transfer into your institution and request credit for a basic drafting course. Indicate your ruling on these cases: (Place a check mark (✓) in the column which best indicates the current policy of your institution)

Skills and knowledge gained from:	Transfer credit not allowed	Course waived but no degree credit allowed	Full Credit allowed up to maximum offered by institution	No fixed credit limitation each case judged individually
A. An accredited Junior college such as Trinidad, Colorado				
B. An accredited Non-Collegiate Technical school such as Milford, Nebraska				
C. One or more years commercial work as a draftsman				
D. Military school such as the Army course, General Drafting I (eight weeks)				

9. A. Is college credit given for training under supervision of a union? Yes____ No____
   B. If yes, please specify the amount and the circumstances.

10. Is college credit given for past work experience? Yes____ No____

11. A. If the answer to Question #10 was yes, is credit given without a proficiency exam? Yes____ No____
    B. What is the source of the proficiency exam? _____

12. If the answer to Question #10 was No, would your institution be likely to grant college credit for work experience if a set of standardized proficiency exams for various individual industrial areas were available from a testing service? Yes____ No____

Please check if you would like summaries of the findings. Yes____ No____

Your Name_____
Position_____
School_____
City & State_____